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DEPARTMENT OF THE INTERIOR
U. S. BUREAU OF EDUCATION
WASHINGTON, D. C.

MODERN EQUIPMENT FOR ONE-TEACHER SCHOOLS

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RURAL TEACHERS NEED MODERN EQUIPMENT.

Just as the farmer of to-day would be handicapped by having on his farm only the tools, machinery, and means of transportation which the farmer of 50 years ago found adequate for farming, so many teachers of one-teacher schools in the United States are handicapped, because they are supplied with a type of equipment that had to serve 50 years ago when it was possibly the best available. A carpenter could build a house with the help of only a hatchet and a saw, but he would waste time and energy, and a crudely constructed building would be the result.

Abraham Lincoln with the aid of a wooden fire shovel, a bit of charcoal, borrowed books, and a lighted pine knot mastered the rudiments of knowledge. But Abraham Lincoln was a genius who succeeded in doing for himself what the average boy or girl would not even attempt; besides he lived in a frontier community in pioneer days. Pioneer conditions belong to the past; modern schools should reflect the present.

In a rural school one person is expected to do the work which in a graded school is performed by a janitor, a principal, eight grade teachers, often one or more supervisors of special subjects, and a nurse. The one-teacher school with fewer children has all of the problems found in the larger school. Teachers in such schools, therefore, actually need more equipment than does the graded-school teacher.

THE NEEDS OF RURAL CHILDREN DEMAND LIBERAL EQUIPMENT.

In no other type of school are children so dependent upon good texts for the knowledge which they gain in school. Necessarily the study periods are numerous and long and the class periods infrequent and short. Rural schools should be supplied not only with the most interesting basic texts but also with supplementary texts and a good collection of library books suited to the interests and needs of even the youngest children.

Boards of education sometimes adopt the policy of providing only one reader a year per child, but a single book may be read in a few hours, and money, as well as time, is wasted when children spend a school year dawdling over reading which they should cover in two months.

Quite as necessary is a liberal supply of seat-work material for little children. Too frequently in the past and sometimes even to-day such children have been set the task of copying pages from their reading books in order to fill in their

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time. This is a pernicious practice for first-grade children, because they have not yet learned to write. To attempt it without any help from the teacher, who is busy teaching other classes, results in their learning to write poorly and in their forming the habit of beginning sentences, proper names, etc., with small letters. Great waste of time is involved in breaking such habits.

Yet little children can not be expected to sit for three or four hours doing nothing. They may learn to hate school or come to enjoy idling. It is just as much the business of education to conserve and guide the child's desire for activity and form habits of industry, as it is to teach children the facts of multiplication.

Making from paper a toy wagon, an illustrated alphabet booklet, doll furniture, a Hallowe'en jack-o'-lantern, or other objects in which the children naturally are interested, teaches them a sense of proportion, the use of a foot ruler, the meaning of a half and a quarter inch, skill in using tools, and joy in accomplishment. But construction paper, scissors, crayolas, inexpensive compasses, and rulers are needed for such work.

A mimeograph and a small printing outfit should be a part of the equipment of a one-teacher school. The mimeograph will prove invaluable in providing patterns for seat work, in making copies of interesting reading material for primary grades, copies of poems for all grades, and in duplicating assignments for pupils. The printing outfit will serve to prepare reading charts, notices, material for drill, and seat-work material.

LEADERS MUST SET UP STANDARDS AND SHAPE POLICIES.

Boards of education that have been providing as little equipment as possible can not be expected immediately to right about face and purchase everything on the list given below. But the county superintendent, supervisor, or other school official interested in promoting good schools can lead boards of education gradually to show annually greater liberality in purchasing books and other supplies. If standards are set up and a policy of educating the public is adopted at once, at the end of four or five years one-teacher schools should be generously equipped.

Parent-teacher associations should be encouraged to raise funds for phonographs and records, pianos, pictures, hot-lunch equipment, first-aid cases, and a few good periodicals for children. The knowledge that parent-teacher associations favor a liberal policy in spending money for equipment will go far toward influencing boards of education to show liberality in this respect. Parent-teacher associations should not be expected, however, to provide such things as textbooks, shades, seat-work material, and other supplies that are a regular part of the equipment of every school.

When boards of education do not purchase adequate equipment for schools, it may be because they do not know what to buy or where to buy. Teachers are not always in a position to help them. Rural boards of education are made up in large part of farmers and business men. Such men usually welcome the advice of the expert.

The county superintendent and the rural supervisor are the experts who are in a position to render invaluable service to one-teacher schools by advising boards of education in the matter of purchasing supplies. The rural supervisor or superintendent may visit every school late in the school year, help the teacher in making out a list of books and supplies needed, and summarize these lists by publishers, giving their names and addresses. She may present this list to the board of education at its next meeting with the request that the board purchase articles listed. If she will accompany her request with an explanation as to why the materials are needed and why they should be in the school when it

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opens in the fall, in most instances the board will honor her request and purchase the supplies.

In counties not employing rural supervisors a county superintendent who sees to it that schools are generously supplied with books and seat-work material takes a necessary first step in multiplying the educational possibilities of the rural school.

Superintendents and supervisors, new at the business of helping to make out supply lists, will find an excellent directory of publishers and supply houses in Sargent's American Private School Handbook, published by Porter E. Sargent, 14 Beacon Street, Boston, Mass. A directory more complete, but somewhat confusing for the uninitiated in the matter of ordering supplies, is The Educational Red Book, published by C. F. Williams & Son, Albany, N. Y. The American School Board Journal, published by the Bruce Publishing Co., Milwaukee, Wis., contains a very complete list of publishing and supply houses. Copies of texts for examination may be secured from publishers. Hall-Quest's The Text Book—How to Use and Judge It, published by Macmillan Co., New York, contains many suggestive guiding principles which should aid supervisors and county superintendents in selecting good texts.

HOT-LUNCH EQUIPMENT.

Rural children, after eating a light breakfast, must sometimes walk a mile or more to school. In winter and spring they may plow their way through snow banks or through deep mud in order to reach school. Sometimes they arrive, bitterly cold, only to find a cold room awaiting them. Perhaps the grate of the school stove is broken and has not been mended, or the fire went out the night before. It may be 11 o'clock before the schoolroom is really warm. At noon the child eats a cold, dry lunch. At night he may go home to a light supper or a warmed-over meal if the family is in the habit of having the principal meal, as many rural families do, at noon.

The cold noon lunch does not promote the best physical development of the growing child. He should have something hot at noon to eat or drink. The cooking of one hot dish for the noonday lunch can be managed easily by the older girls, without waste of school time, under the supervision of the teacher, if the board of education or the parent-teacher association will manage the purchase of equipment.

It seems strange that farmers who watch and cultivate growing plants so carefully and compound rations with skill to develop their pigs should suffer their growing children to endure the real handicap of eating cold, dry food five times a week. It is strange that the farmer's wife, who provides hot mash for her chickens, should fail to encourage the activities of those who would provide something hot for her growing children. Usually farm women are quick to cooperate in helping to provide hot-lunch equipment, thus helping to make available for their children one hot dish at noon.

It is the province of the teacher not merely to teach children to memorize facts but to help in the development of strong, intelligent, moral citizens. This is the reason for *public* education. A well-nourished child finds it easier to study and easier to be good than one whose food is unsatisfying. Hot school lunches help the school on the mental and disciplinary side and the equipment which makes them possible should be provided for every rural school. Home Economics Circular, No. 13, by Henrietta W. Calvin, contains an excellent hot-lunch equipment list for one-teacher schools. It may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents a copy.

THE RURAL SCHOOL LIBRARY.

The teacher who can lead her pupils to form the habit of reading good books when they have mastered their regular assignments has helped to solve the problem of discipline. Better still, she has led her pupils to form a habit that will lead them all through life to make good use of their leisure time.

When children, with the aid of a teacher, have mastered one primer, one first or second reader, they will frequently take delight in reading a dozen books offering no greater difficulties than the first one read. Instead of having one primer, or one first reader which they spend the day with and then probably take home at night, how much more interesting it would be to take home a different book which they may read to parents or to an older sister or brother.

It would greatly reduce the time which primary children require in learning to read if many easy readers were available, so that children could gather in circles in the library or in a corner of the classroom, when the teacher is busy with other children, and read to one another from books other than the one or two basal readers that everyone knows by heart.

Children from rural schools are often handicapped when they enter high school because they have read so few books. They find themselves so far behind pupils coming from graded schools that they are sometimes discouraged and drop out of high school. They lack the breadth of knowledge which the reading habit gives. They have had no opportunity to read many books because neither their homes nor their schools contained collections of good books.

Almost equal in importance with the purchase of foundation material for the school building by a board of education is the purchase of a good collection of books suitable for the children in all grades. A board that invests a hundred dollars per school for the first purchase of good library books and $20 a year thereafter shows wisdom. For by such an expenditure of money it has provided reading material, the use of which, under the guidance of a good teacher, will furnish a very sure foundation for a liberal education for the children for whom that board has assumed responsibility.

NECESSARY EQUIPMENT FOR A ONE-TEACHER SCHOOL.

1 jacketed heater.
150 square feet of slate blackboard (24 inches and 34 inches from floor).
12 blackboard erasers.
1 covered container for water or a sanitary drinking fountain.
1 water pail.
6 inexpensive washbasins, or 2 washbowls.
1 mirror.
1 coal hod.
1 coal shovel.
2 floor brushes.
1 dustpan and brush.
1 oil mop.
6 gallons oil.
1 wastebasket.
1 pencil sharpener.
1 teacher's desk.
1 teacher's chair.
2 chairs for visitors.
1 kindergarten table with chairs.

1 library table and chairs.
1 movable chair desk or adjustable seat per child.
1 thermometer.
1 globe.
1 map of the world.
1 map of United States.
1 map of State, showing counties and township or other divisions.
1 hectograph.
1 hand bell.
1 liquid-soap container.
1 clock.
1 bulletin board.
1 first-aid case.
1 umbrella rack.
1 phonograph and records.
1 piano.
2 pictures.
1 unabridged dictionary.
6 abridged dictionaries.
6 sets of compasses.
Boxes of crayons.
Cleaning compound.
Adjustable shades, light in color.
Screens for windows and doors.
Paper toweling.
Shelving for children's lunch boxes.
Suitable boards cut to fit tops of desks, making tables for school or community exhibits, dinners, etc.
Measures, half-pint, pint, quart, gallon, peck, half bushel.
Foot rules and yard sticks.
United States flag.
Such material for primary pupils as scissors, colored construction paper, plain construction paper, crayolas.
Modeling clay or plasticine, ½ lb. per pupil in first two grades.
Phonic builders.
Sentence builders.
Number builders.
Picture and word matchers.
20 sheets of chip board, 27 by 19 inches.
50 sheets of oak tag, 9 by 12 inches.
Price and sign marker or printing outfit.

Texts: Modern texts in arithmetic, English, spelling, history, geography, hygiene, civics, and—

4 basic texts in reading through third grade.
2 basic texts in reading in other grades.
2 supplementary texts in reading per pupil of as many different kinds as there are pupils in the class for primary grades 1 to 3.
3 sets of geographical readers dealing with food, clothing, shelter, and descriptions of the continents.
1 set of 6 supplementary readers in history.
2 current magazines, containing juvenile material of literary excellence.
1 magazine containing an abundance of pictorial material for use in geography.

1 good farm paper.
1 copy for every child above third grade of an inexpensive weekly current-event paper.
1 cabinet of arithmetic practice material in the fundamentals. (Cabinets arranged specially for one-room schools may be secured.)
3 standard reading tests per pupil for testing progress in reading. (Select type easily scored.)
1 copy for each child above second grade of an intelligence test (for helping to grade and properly organize one-teacher schools).

Hot-lunch equipment. (See Bureau of Education's Home Economics Circular No. 13, by Henrietta Calvin, containing list of equipment.)

Library—containing 80 juvenile books, 10 for each grade.

SOME SUGGESTIONS FOR A LIBRARY FOR A ONE-ROOM SCHOOL.

(NOTE.—Those marked with an asterisk (*) are recommended for first purchase.)

For first grade:

*The Brownie's Primer. By Palmer Cox. New York, Century Co.
*Indian Child Life. By Deming. New York, F. A. Stokes Co.
*Mother Stories. By Maud Lindsay. Springfield, Mass., Milton Bradley Co.
Goops and How to be Them. By G. Burgess. New York, Stokes.
Johnny Crow's Garden. By L. L. Brooke. New York, Warne.
Clean Peter and the Children of Grubbylea. By Adeborg. New York, Longmans, Green & Co.
*Free and Treadwell Primer. Chicago, Row, Peterson & Co.
*Story Hour Primer. New York, American Book Co.
*Winston Primer. Philadelphia, Winston Co.
*Elson Runkle Primer. Chicago, Scott, Foresman & Co.
Story Steps. Boston, Silver, Burdette & Co.
Natural Method Primer. New York, Charles Scribner's Sons.
Child World Primer. By B. F. Johnson. Richmond, Va.
Young and Field Primer. Boston, Ginn & Co.
Barnes Primer. New York, A. S. Barnes & Co.
Fox's Phonetic Primer. New York, G. P. Putnam's Sons.
The McCloskey Primer. Boston, Ginn & Co.
Dyer Primer. New York, Chas. Merrill Co.
Child Life Primer. New York, Macmillan Co.
Playtime Stories. New York, American Book Co.
Happy Hour Stories. American Book Co.
Sunbonnet Babies Primer. Chicago, Rand, McNally & Co.
Bobby and Betty at Home. Rand, McNally & Co.
Busy Brownies at Work. New York, Newsom & Co.
The Three Pigs. Chicago, Educational Pub. Co.
Red Riding Hood. Chicago, Educational Pub. Co.
The Kendall Primer. New York, D. C. Heath & Co.
*Work a Day Doings. Boston, Silver, Burdette & Co.
Work a Day Doings on the Farm. Silver, Burdette & Co.
Easy Road to Reading First Reader. Chicago, Lyons & Carnahan.
*Progressive Road First Reader. Boston, Silver, Burdette & Co.
The Story Hour First Reader. New York, American Book Co.
*Free and Treadwell First Reader. Chicago, Row, Peterson & Co.
Winston First Reader. Philadelphia, Winston Co.
Elson First Reader. Chicago, Scott, Foresman & Co.

For first grade.—Continued.

Barnes First Reader. New York, A. S. Barnes & Co.
Art Literature Reader, Book I. Boston and Chicago, Atkinson, Mentzer & Co.
Natural Method First Reader. New York, Charles Scribner's Sons.
Overall Boys. Chicago, Rand, McNally & Co.
Fox's First Reader. New York, G. P. Putnam's Sons.
Kendall First Reader. New York, D. C. Heath & Co.
Edson Lang First Reader. Boston, B. H. Sanborn.
Child World First Reader. Richmond, Va., Benj. Johnson.
The Merrill First Reader. New York, Chas. Merrill Co.
Cyr First Reader. Boston, Ginn & Co.
Cyr's Graded Art Reader, Book I. Ginn & Co.
Child Life First Reader. New York, Charles Scribner's Sons.
Art Literature, Book I. Boston and Chicago, Atkinson, Mentzer & Co.
Folk-Lore Readers, Book I. Boston and Chicago, Atkinson, Mentzer & Co.
Beacon First Reader. Boston, Ginn & Co.

For second grade:

*The Circus Book. Chicago, A. Flanagan Co.
Cruikshanks Fairy Book. New York, G. P. Putnam's Sons.
*Indian Primer. By Florence C. Fox. New York, American Book Co.
*Hiawatha Primer. By Florence Halbrook. Boston, Houghton Mifflin Co.
*Buds, Stems and Roots. By Chase. Chicago, Educational Pub. Co.
*Eskimo Stories. By Mary Smith. Chicago, Rand, McNally & Co.
*The Tree Dwellers. By Dopp. Rand, McNally & Co.
*The Early Cave Men. By Dopp. Rand, McNally & Co.
*The Hawthorne Reader, Book II. Yonkers-on-Hudson, N. Y., World Book Co.
Stories of the Red Children. By Dorothy Brooks. Chicago, Educational Pub. Co.
Lessons for Beginners in Reading. By Florence Bass. New York, D. C. Heath & Co.
Stories of Animal Life. By Florence Bass. D. C. Heath & Co.
Through the Farmyard Gate. By Emilie Poulsson. Boston, Lothrop & Lee.
*Buds, Stems, and Roots. By Chase. Chicago, Educational Pub. Co.
In Mythland. By Helen Beckwith. Chicago, Educational Pub. Co.
Child's Garden of Verses. By Robert Louis Stevenson. Chicago, Rand, McNally & Co.
*Cyr Second Reader. Boston, Ginn & Co.
*Cyr Graded Art Reader, Second Book. Ginn & Co.
Marigold Garden. By Kate Greenaway. New York, Warne.

Any of the following attractive and interesting second readers:

Holton Curry. Chicago, Rand, McNally & Co.
Barnes. New York, A. S. Barnes & Co.
Studies in Reading. University of Chicago Pub. Co.
Elson. Chicago, Scott, Foresman & Co.
Horace Mann. New York, Longmans, Green & Co.
The Easy Road to Reading. Chicago, Lyons & Carnahan.
Winston. Philadelphia, Winston Co.
Kendall. New York, D. C. Heath & Co.
Free & Treadwell. Chicago, Row, Peterson & Co.
Fox. New York, G. P. Putnam's Sons.

Any of the following attractive and interesting second readers—Continued.

Merrill. New York, Chas. Merrill.
Hill. Boston, Ginn & Co.
Edson Lang. Boston, Sanborn.
Story Hour. New York, American Book Co.
Grover's Art Literature Reader, Book II. Boston and Chicago, Atkinson, Mentzer & Co.
Laurel. Chicago, Laurel Book Co.
Progressive Road. Boston, Silver, Burdette & Co.
Beacon Reader.

For third grade:

All the Year Round. Boston, Ginn & Co.
*Vol. I. Autumn.
*Vol. II. Winter.
*Vol. III. Spring.
*The Later Cave Men. By Katherine Dopp. Chicago, Rand, McNally & Co.
*The Dutch Twins. Boston, Houghton Mifflin Co.
Snow Baby. By Mrs. Josephine Peary. New York, F. A. Stokes & Co.
*Little Folks of Many Lands. By L. M. Chance. Boston, Ginn & Co.
Seven Little Sisters. By Jane Andrews. Ginn & Co.
*Short Stories for Short People. By Mrs. Alicia Aspinwall. New York, Dutton & Co.
Legends of the Red Children. By Maria L. Pratt. New York, American Book Co.
*The Complete Nonsense Book. By Edward Lear. New York, Duffield & Co.
The Tale of Peter Rabbit. By B. Potter. New York, Warne.
*Cyr's Graded Art Reader, Book III. Boston, Ginn & Co.
Child Life in Other Lands. By Perdue. Chicago, Rand, McNally & Co.
Overall Boys in Switzerland. By E. O. Grover. Rand, McNally & Co.
Sunbonnet Babies in Holland. By E. O. Grover. Rand, McNally & Co.
Mexican Twins. By Perkins. Boston, Houghton Mifflin Co.
Stories the Iroquois Tell Their Children. By Mabel Powers. New York, American Book Co.
Japanese Fairy Tales, Series I. By Williston. Chicago, Rand, McNally & Co.
*Little Folks Handy Book. By Beard. New York, Charles Scribner's Sons.
*Hawthorne Third Reader. New York, Globe Book Co.
*Children's Book. By Horace Scudder. Boston, Houghton Mifflin Co.

For fourth grade:

*Alice's Adventures in Wonderland. New York, Macmillan Co.
*Pinnocchio, the Adventures of a Brownie. Boston, Ginn & Co.
Jane, Joseph, and John. By Ralph Bergengren. Boston, Atlantic Monthly Press.
*The Firelight Fairy Book. By H. B. Beston. Atlantic Monthly Press.
After They Came Out of the Ark. By Royal Smith. New York, G. P. Putnam's Sons.
The Boy Who Knew What the Birds Said. By Padraic Colum. New York, Macmillan.
*Bird Book for Children. By Thornton Burgess. Boston, Little, Brown & Co.
*Around the World. By Carroll. Vol. VI. Boston, Silver, Burdette & Co.
Heidi. By Spyri. Boston, Ginn & Co.
*The Four Wonders. By E. E. Shillig. Chicago, Rand, McNally & Co.
*Stories of Colonial Children. By M. L. Pratt. Chicago, Educational Publishing Co.
Lulu's Library. By Louisa May Alcott. Boston, Little, Brown & Co.

For fourth grade.—Continued.

Sara Crewe, Little Saint Elizabeth. By Mrs. Frances H. Burnett. New York, Charles Scribner's Sons.

*Songs of the Tree-Top and Meadow. By McMurry and Cook. Bloomington, Ill., Public School Pub. Co.

Zitkala-Sa; Old Indian Legends Retold. Boston, Ginn & Co.

English Fairy Tales. By Joseph Jacobs. New York, G. P. Putnam's Sons.

*Just So Stories. By Kipling. New York, Doubleday, Page & Co.

Pioneer Life for Little Children. By Estella Adams. Indianapolis, Ind., Bobbs-Merrill Co.

Weaver and Other Workers. By Jennie Hall. Chicago, Rand, McNally & Co.

Belgian Twins. By Perkins. Boston, Houghton Mifflin Co.

French Twins. By Perkins. Houghton Mifflin Co.

Little Pioneers. By Warren. Chicago, Rand, McNally & Co.

Some Merry Adventures of Robin Hood. By Pyle. New York, Charles Scribner's Sons.

Industrial Art Textbooks, Vol. V. By Snow and Froelich. New York, A. S. Barnes & Co.

Sunshine Lands of Europe. By L. E. Mulets. Yonkers-on-Hudson, N. Y., World Book Co.

The Most Wonderful House in the World. By Mary Haviland. Philadelphia, J. B. Lippincott Co.

The Herford Aesop. By O. Herford. Boston, Ginn & Co.

For fifth grade:

Red Cross Stories for Children. By George Faulkner. Chicago, Doughaday & Co.

*The Book of Bravery. By H. W. Lanier. New York, Charles Scribner's Sons.

*Courageous Girls. Retold from St. Nicholas. New York, Century Co.

Boy's Life of Theodore Roosevelt. New York, Harper & Bros.

*Fifty Famous Stories. By Baldwin. New York, American Book Co.

Winning a Cause. World War Stories. Boston, Silver, Burdette & Co.

Swiss Family Robinson. New York, Grosset & Dunlap.

Tales and Plays of Robin Hood. By Skinner. New York, American Book Co.

Camp and Trail in Early American History. By M. S. Dickson. New York, Macmillan Co.

*Trees Every Child Should Know. By Rogers. New York, Doubleday, Page & Co.

Heroes and Martyrs of Invention. By Towle. Boston, Lothrop.

The Play House. By Haviland. Philadelphia, J. B. Lippincott & Co.

*Industrial Studies (United States). By Allen. Boston, Ginn & Co.

*Lobo, Rag, and Vixen. By E. T. Seton. New York, Charles Scribner's Sons.

*Stories of Industry. By Chase. Chicago, Educational Publishing Co.

Beginner's History. By Montgomery. Boston, Ginn & Co.

*The Bible for Young People. New York, Century Co.

The Christmas Angel. By Katherine Pyle. Boston, Little, Brown & Co.

North America. By F. G. Carpenter. New York, American Book Co.

*National Parks Portfolio. United States Interior Department. (Free.)

*How the World is Clothed. New York, American Book Co., or

How the World is Fed. New York, American Book Co.

*Tales from Far and Near. Chicago, Row, Peterson & Co.

*Robinson Crusoe. Baldwin ed. New York, American Book Co.

For sixth grade:

Vive la France. By Knipes. New York, Century Co.

*Famous Men of the Middle Ages. By Haaren and Poland. New York. American Book Co.

Industrial Art Textbooks, VI. By Snow and Froelich. New York, A. S. Barnes & Co.

Old Greek Stories. By Baldwin. New York, American Book Co.

Heroes, or Greek Fairy Tales. By Charles Kingsley. Boston, Ginn & Co.

*Uncle Remus; His Songs and Sayings. By J. C. Harris. New York, D. Appleton & Co.

*Earth and Sky Every Child Should Know. By J. E. Rogers. New York, Grossett & Dunlap.

*Young Trailers. By Altsheler. New York, D. Appleton & Co.

Scouting with Daniel Boone. By E. L. Tomlinson. New York, Doubleday, Page & Co.

*Jungle Book. By Kipling. New York, Century Co.

Europe. By F. G. Carpenter. New York, American Book Co.

*New Europe. By Allen. Boston, Ginn & Co.

Australia. By F. G. Carpenter. Boston, Ginn & Co.

*Plutarch's Lives. Boston, Ginn & Co.

Three Industrial Nations. By L. R. Blaich. New York, American Book Co.

*Europe. By F. D. Herbertson. New York, Oxford Press.

The Beginnings. By A. G. Terry. Chicago, Row, Peterson & Co.

Lord and Vassal. By A. G. Terry. Row, Peterson & Co.

*King Arthur and His Round Table. By Warren. Chicago, Rand, McNally & Co.

*Hans Brinker. By Dodge. New York, Charles Scribner's Sons.

For seventh grade:

* Guide to United States History for Young Readers. By Henry W. Elson. New York, Doubleday, Page & Co.

*Cyclopedia of Common Things. By Champlin. New York, Holt & Co.

*Rebecca of Sunnybrook Farm. By K. D. Wiggins. Boston, Houghton Mifflin Co.

The Land of Fair Play. By Geoffrey Parsons. New York, Charles Scribner's Sons.

A Short History of Discovery. By Hendrik Willem Van Loon.

* Boy Scouts Book of Stories. By Franklin Matthews.

*Little Women. By Alcott. Boston, Little, Brown & Co.

*George Washington. By Scudder. Boston, Houghton Mifflin Co.

Boys' Parkman. By Parkman. Boston, Little, Brown & Co.

Last of the Mohicans. By Cooper. New York, Grossett & Dunlap.

Heroes of Everyday Life. By Coe. Boston, Ginn & Co.

Twenty-Four Unusual Stories. By A. C. Tyler. New York, Harcourt Brace & Co.

Uncle Henry's Letters to the Farm Boy. By Henry Wallace. New York, Grossett & Dunlap.

Legends that Every Child Should Know. By H. W. Mabie. Doubleday, Page & Co., New York.

*Harper's Aircraft Book. By A. H. Verrill. New York, Harper & Bros.

Things a Boy Should Know About Wireless. By T. M. St. John. New York, St. John.

Harper's Beginning Electricity. By D. C. Shafer. New York, Harper & Bros.

For seventh grade.—Continued.

Call of the Wild. By Jack London. New York, Grossett & Dunlap.
*Forest Runners. By Althsler. New York, D. Appleton & Co.
Scottish Chiefs. By Jane Porter. New York, Scribner's Sons.
* Tom Sawyer. By Mark Twain. New York, Harper & Bros.
South America. By Allen. Boston, Ginn & Co.
* South America. By J. Bowman. Chicago, Rand, McNally & Co.
Asia. By F. G. Carpenter. New York, American Book Co.
The New Liberty. By A. G. Terry. Chicago, Row, Peterson & Co.
*Geography of Commerce and Industry. By Rocheleau. Chicago, Educational Pub. Co.
Plays and Games. Bancroft.
*The Book of Pirates. By Howard Pyle. New York, Harper & Bros.

For eighth grade:

* Tales from Shakespeare. By Lamb. New York, Macmillan Co.
* Ivanhoe. By Scott. New York, E. P. Dutton & Co.
Winning His Way. By Coffin. Estes.
Pickett's Gap. By Homer Greene. New York, Macmillan Co.
Two Little Confederates. By T. N. Page. New York, Charles Scribner's Sons.
Harding of St. Timothy's. By A. S. Pier. Boston, Houghton Mifflin Co.
Treasure Island. By R. L. Stevenson. New York, Charles Scribner's Sons.
Tale of Two Cities. By Dickens. New York, Dutton & Co.
Midsummer. By K. Adams. New York, Macmillan Co.
* Natural History of the Farm. By J. G. Needham. Ithaca, N. Y., Comstock Pub. Co.
*Harper's Everyday Electricity. By D. C. Shafer. New York, Harper & Bros.
Road Primer for School Children. By S. W. Ravennel. Chicago, A. C. McClurg & Co.
The Community and the Citizen. By Dunn.
* Household Arts for Rural Schools. By Cooley and Spohr. New York, Macmillan Co.
*Guns of Bull Run. By Altsheler. New York, D. Appleton & Co.
* Guns of Shiloh. By Altsheler. Appleton & Co.
*Betty Leicester. By Sarah Orne Jewett. Boston, Houghton Mifflin Co.
Adventures of Huckleberry Finn. By Mark Twain. New York, Harper & Bros.
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